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1950

REPORT  
OF

CENTRAL STATES  
SUPERVISORY  
CONFERENCES:

Lincoln, Nebraska - March 30 - April 1, 1950

La Fayette, Indiana - April 3 - 5, 1950

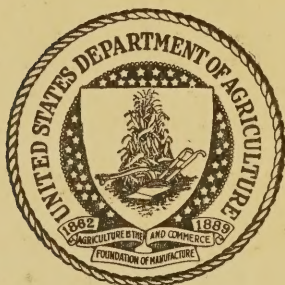
Ames, Iowa - April 13 - 15, 1950

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# CONTENTS

|  | <u>Page</u> |
|--|-------------|
| Program of Conference . . . . .  | 2           |
| Topic: <u>What Is Supervision?</u>   |             |
| Psychology of Supervision -- Talk by Dr. W. E. Hall, Nebraska . . .                                      | 7           |
| Talk by Dr. C. H. Lawshe, Indiana. . .   | 9           |
| Talk by J. E. Evans, Iowa. . . . .   | 11          |
| Group I. Purposes of Extension Supervision . . . . .   | 12          |
| Group II. Major Responsibilities of Extension Supervisors. . . . .                                       | 15          |
| Topic: <u>The Supervisory Program - Determining Content of</u><br><u>Supervisory Program.</u>            |             |
| Panel: What Do County Extension Agents Want From Supervisors? . . .                                      | 16          |
| What Do Administrators Expect? . . . . .   | 18          |
| What Do Specialists Expect? . . . . .  | 20          |
| The Viewpoint of the Supervisor . . . . .  | 22          |
| <u>Methods of Carrying Out A Supervisory Program</u>   |             |
| The District Conference As An In-Service Training Method. . . . .  | 26          |
| The County Visit. . . . .  | 28          |
| County-State Office Communications. . . . .  | 31          |
| How Correlate With Other Supervisors. . . . .  | 33          |
| How Supervisors Can Work With Specialists . . . . .  | 35          |
| Topic: <u>Supervisor's Responsibility For Success of County</u><br><u>Extension Workers.</u>             |             |
| Panel: Supervisor's Responsibility for Success of County<br>Extension Workers . . . . .                  | 37          |
| Group III. Assistance to Agents on Methods of Teaching<br>and Evaluation . . . . .                       | 39          |
| Group IV. Assistance to Agents on Office Management. . . . .   | 41          |
| Group V. How May Supervisory Work Be Evaluated? . . . . .  | 43          |
| Topic: <u>Relationship Responsibilities of Supervisors</u>   |             |
| Panel: Relationship Responsibilities of Supervisors. . . . .   | 45          |
| Helping the County to Have a Good Program . . . . .  | 46          |
| Group VI. Helping the County Staff with Public Relations . . . . .                                       | 47          |
| Group VII. Expanding Financial Support for Extension Work. . . . .                                       | 49          |
| Topic: <u>Educational Work in the Field of Public Policy.</u>  |             |
| Educational Work in the Field of Public Policy -- An Extension<br>Opportunity . . . . .                  | 52          |
| Group VIII. What Are Supervisors' Responsibilities in<br>Developing New Areas of Extension Work. . . . . | 56          |
| Group IX. How May Supervisors Contribute to Extension Work<br>in Public Policy? . . . . .                | 58          |
| As We Go Home -- Talk by Eunice Heywood. . . . .   | 60          |
| Persons Attending the Conferences . . . . .  | 61          |



PROGRAM 1/

CONFERENCE OF EXTENSION SUPERVISORS

Memorial Union Building  
Iowa State College  
Ames, Iowa

April 13-15, 1950

April 13

9:00 a.m.

Presiding: Murl McDonald

Topic: What Is Supervision?

Introductions

Psychology of Supervision      Dr. J. E. Evans, Iowa

Discussion

a. Relation to Administration

b. Functional, Area or Other Patterns

10:30 a.m.

Recess

10:40 a.m.

Group Work

Group I. Purposes of Extension Supervision

Chairman--

Fred Clark, Iowa

Secretary--

Edith Banghan, Wisconsin

Group II. Major Responsibilities of Extension Supervisors

Chairman--

Skuli Rutford, Minnesota

Secretary--

Pauline Drysdale, Missouri

12:15 p.m.

Lunch

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1/ The program was based on suggestions received from each State. Tentative copies were sent out for further revision and suggestions for speakers. The same program was followed at each conference, with different speakers. In this report, talks and group discussions from the three conferences have been combined.



April 13 - Cont'd.

1:30 p.m.

Presiding: Dorothy Simmons

Topic: The Supervisory Program

Determining Content of Supervisory Program

- a. What Do County Extension Agents Want From Supervisors? (7-minute presentation)

V. M. Anderson, Iowa  
Leonard Harkness, Minnesota  
Vernie Backhaus, Missouri  
Ben Rusy, Wisconsin

- b. What Do Administrators Expect? --

Dr. Floyd Andre, Iowa

- c. What Do Specialists Expect? --

Floyd Arnold, Iowa

- d. The Viewpoint of the Supervisor --

Eleanor Pincomb, Missouri

Discussion

3:00 p.m.

Recess

3:15 p.m.

Methods of Carrying Out a Supervisory Program

- a. The District Conference --

Lucile Holoday, Iowa

- b. The County Visit -- J. U. Morris, Missouri

- c. County-State Office Communications --

E. F. Graff, Iowa

- d. How Correlate With Other Supervisors --

Any Newcomb, Minnesota

- e. Work With Specialists--Ray Pallett, Wisconsin

Discussion

4:45 p.m.

Adjournment

6:15 p.m.

Dinner (arranged by Iowa staff)



April 14

8:30 a.m.

Presiding: Karl Knaus

Topic: Supervisor's Responsibility for Success of  
County Extension Workers

Panel presentation --

Anita Dickson, Missouri  
Josephine Pollock, Wis.  
Lee Huty, Iowa  
C. L. McNelly, Minnesota  
G. A. Lineweaver, Iowa  
Eunice Heywood, U.S.D.A.

- a. Selection and Training -- Pre-Service, Induction,  
In-Service, Graduate
- b. A Good County Program
- c. Relationships Within the County
- d. Factors Contributing to High Morale
- e. Other

Discussion

10:00 a.m.

Recess

10:15 a.m.

Group Work

Group III. Assistance to Agents on Methods of  
Teaching and Evaluation

Chairman --

F. E. Rogers, Missouri

Secretary --

Esther McKowen, Minnesota

Group IV. Assistance to Agents on Office Management

Chairman --

Frank Graham, Indiana

Secretary --

J. W. Merrill, Iowa

Group V. How May Supervisory Work Be Evaluated?

Chairman --

Josephine Pollock, Wis.

Secretary --

C. L. McNelly, Minnesota

12:15 p.m.

Lunch



April 14 (Cont'd.)

1:30 p.m.

Presiding: Katharyn Zimmerman

Topic: Relationship Responsibilities of Supervisors

Panel discussion --

R. B. Baker, Missouri  
Edith Banghan, Wisconsin  
Carl Smith, Iowa  
Dorothy Simmons, Minnesota

- a. The Use of Extension Committees--  
Supervisory, program, project, etc.
- b. Integration of Extension With Programs  
of Other Agencies; e.g., Missouri Basin,  
Soil Conservation, Health, etc.
- c. Keeping the College Informed
- d. Keeping the Public Informed
- e. Obtaining Public Support

General Discussion

3:00 p.m.

Recess

3:15 p.m.

Group Work

Group VI. Helping the County To Have a Good Program

Chairman -- A. E. Engebretson, Minn.  
Secretary -- Esther Whetstone, Iowa

Group VII. Helping the County Staff With Public  
Relations

Chairman -- Maurice Soult, Iowa  
Secretary -- Rena Jenkins, Missouri

Group VIII. Expanding Financial Support for  
Extension Work

Chairman -- Vance Henry, Missouri  
Secretary -- Fred Clark, Iowa

4:45 p.m.

Tour of Campus

(Dinner hour and evening reserved for youth, home  
demonstration, and agricultural group meetings.)

April 15

8:30 a.m.                      Presiding: Walter Rowland  
Topic: Educational Work in the Field of Public Policy  
Extension's Opportunity --      Dr. Wallace E. Ogg, Iowa  
Discussion  
10:00 a.m.                      Recess  
10:15 a.m.                      Group Work  
Group IX. What Are Supervisors' Responsibilities  
in Developing New Areas of Extension  
Work?  
Chairman --                      Mildred K. Wellman, Iowa  
Secretary --                      W. A. Peters, Minnesota  
Group X. How May Supervisors Contribute to  
Extension Work in Public Policy?  
Chairman --                      Ray Pallett, Wisconsin  
Secretary --                      Pauline Drysdale, Missouri  
11:30 a.m.                      Reconvene in General Session  
When We Get Home --                      Eunice Heywood, U.S.D.A.  
12:15 p.m.                      Adjournment

Suggested Exhibits:

1. Classification Key for Supervisor's File
2. County Extension Office Filing Systems
3. New Agent Training Materials
4. Supervisors' Plans of Work
5. County Programs (Samples of County Programs)
6. Evaluation Devices



TOPIC: WHAT IS SUPERVISION?

PSYCHOLOGY OF SUPERVISION

Notes on Talk by Dr. W. E. Hall, Nebraska

"How we supervise reflects our philosophy of life."

The dominant theme of our era is human relations. It is no longer possible to get away from people. We must develop skills in the field of human relations. No longer am "I" independent, for we are in an age of specialization.

Supervisors get results through people. They should be specialists in relations.

There are three basic types of supervisors.

1. Autocratic:

Authoritarian, autocratic power - efficient for activities. You know where people are. But the price paid is hostility of relations. This affects everything they do and is inefficient for production of quality work. Studies show 20 times as much hostility in relations under autocratic as compared with the democratic method of supervision.

2. Laissez-faire:

This permits everyone to go his own way. Lacks purpose and direction. Usually marked by absence of cooperative effort.

3. Democratic:

- a. Founded on the conviction that every individual is important.
- b. Recognizes that every person has potentials for growth and development.
- c. Responsibility is given in relation to potential ability. (One talent from some; ten talents from others.)



Human beings tend to be inconsistent--not all one or the other. At times, we may be authoritarian, at others laissez-faire, or democratic.

Supervisors should strive constantly toward the democratic pattern of supervision.

#### Basic Principles of Supervision:

If purpose of supervision is quality and quantity of production, these points are of paramount importance.

1. Must feel that all workers are important as individuals. Be sure they have the job to be done clearly in mind. Tell them, or better yet, work it out with them, and then let them alone. Let the worker know you respect his ability and have confidence that he will succeed. Too much supervision may undermine the self-confidence of a worker who must succeed on his own. Be sure to praise when a person succeeds.
2. Remember that all human beings are "belonging animals." Let them know what kind of outfit they belong to--its objectives, philosophy, organization, and personnel, and the functions of each staff member.
3. Everybody needs to feel secure. Workers want to know that they are a part of the organization and are making a contribution. They also need assurance that people like them and respect their judgment. In this respect, supervisors can contribute greatly to the success and well-being of county workers.

Financial security is generally less important to good working relations than a conviction on the part of the worker that his supervisor and the administrators are pleased with him and his work.



## PSYCHOLOGY OF SUPERVISION

Notes on Talk by Dr. C. H. Lawshe, Indiana

### I. Supervisors must be concerned with a dynamic psychology.

Situations, people, and their needs are constantly changing. Answers today may not fit tomorrow.

### II. Relations in all work situations can be considered as:

1. Relations with superior.
2. Relations with subordinate.
3. Relations with associates.
4. Relations with people that we serve.

### III. Limit attention to folks we supervise.

Many things outside of supervision control affect behavior of people supervised.

Subordinate is dependent on superior in work situation, even in most democratic situation--security, advances, work opportunities, etc.

Must recognize fundamental need--security. Most recently limited to financial security but really needs to include other satisfactions--ego, being wanted in organization, feeling approved of, and so forth. Psychic income more important than money in middle and upper incomes.

Factors basic to security:

1. An atmosphere of approval between agent and supervisor--respect for both what the agent does and the way he does it. Supervisor must demonstrate that worker is important to him for his individual worth.
2. Give agent the low-down. Be sure the worker has all information he needs to have about his job. Some things are exact--budgets, reports, etc. Some are matters of judgment. Agent must know whom he is responsible to. Must know over-all policies--general philosophy; what the rules are; what kind of outfit he works for, county extension Federal set-up; how he is doing, what changes are expected that may affect him.



3. Consistent action (discipline). Don't overlook slips for a time, then clamp down. If reports are due, expect them. Make reasonable demands and enforce them consistently. Supervisors are better respected who set standards and expect compliance. We have no choice whether an individual influences a situation but do have choice of how he influences it.

#### IV. Factors affecting self-realization:

1. Opportunity to participate in planning and carrying out policies, programs, development, and action.
2. Give agents all responsibility they can assume; assign to each what he can carry; recognize differences in willingness to assume responsibility. Willingness to accept responsibility is an evidence of maturity.
3. Honestly provide for right of appeal to higher level of authority. If really available, it is not often apt to be used. A good supervisor must recognize honest differences of opinion and the fact that agent may be right and supervisor wrong. Have him take matter to director or State leader.

## PSYCHOLOGY OF SUPERVISION

Notes on Talk by J. E. Evans, Iowa

Supervision is the most important influence today in any organization.

The supervisor should be one possessed with super vision.

Psychology can supply information and techniques for those who wish to become successful supervisors, although these are not organized into definite patterns. Part of this is in giving information while the rest is in eliminating erroneous ideas and practices.

Society is dynamic and in a state of continual and continuous change.

The supervisor should be one who is a part of the activity he is directing and not one who supervises from the side lines.

Many persons in the past designated as leaders in their fields have been overrated and though they had many characteristics of leaders, they lacked those fundamental characteristics essential for leadership in social development and growth. These are qualities of simplicity, happiness, friendliness, and sociability, poise, sympathy, kindness and good humor.

It is not wages or salary that makes people happy and motivates them to work. Many other influences must exist if maximum returns are to be obtained.

The supervisor must be aware of what his people want and satisfy these yearnings.

Training of supervisors implies a maximum of teaching and a minimum of instruction. Instruction implies command and discipline. Teaching implies something given as a sign of authority, or something by which the friendship of another person is to be kept in mind.

Supervisors must recognize human needs and be interested in helping to satisfy these needs.

The supervisor must have certain positive convictions and consistently stand for these. Through his organization there runs a core of policy with a surrounding layer of method.

In a broad sense the supervisor has responsibility to his subordinates, his associates, his superiors, and to his public which too frequently is completely ignored.



## GROUP I: PURPOSES OF EXTENSION SUPERVISION

### I. Aims of Extension Supervision:

To develop county extension agents and coordinate their activities and those that assist them so they will do an effective job in aiding rural people to make the changes in their ways of doing and acting which the people feel are desirable.

### II. Purposes of Supervision:

1. Assist administrators in determining policies and furthering objectives of extension work.
2. Interpret policies to county workers and explain reasons for maintaining them.
3. Represent the State extension office in execution of policies, plans, methods, and procedures.
4. Keep administrators informed about work of agents, effectiveness of program, and desires of farm people.
5. Help to maintain proper relations between all levels of personnel and subject matter.
6. Assist county extension agents and local people in developing strong extension programs in each county that will result in better family living. To develop such a program, supervisors must help agents and local people determine their needs and problems and work out a way to solve them.
7. Coordinate the work of the county and State staff in helping to solve the problems found in the county.
8. Help agents develop a strong group of lay leaders who will assume the responsibility for the sponsorship of extension and assist in determining policies affecting extension work in the county.
9. Understand people and problems in the county so that the program will be continuous and the leadership well trained with turn-over of agents.
10. Encourage adequate financial support of extension within the county.
11. Give leadership to the development of unified extension programs involving problems common to several counties or an entire State.
12. Maintain strong county extension staffs in the following ways:
  - a. Careful recruitment, selection and placement.

- b. Train extension agents and office assistants to understand philosophy, organization, and objectives of extension work. Pre-service, induction, in-service.
  - c. Maintain satisfactory relations among county workers.
  - d. Help agents understand the use of various teaching methods and tools.
  - e. Give agents assurance of satisfactory performance.
  - f. Help agents to evaluate their program, public relations, use of time, and general progress in extension work.
  - g. Counsel with agents regarding plans for graduate work, opportunities for promotion, and other matters affecting their growth on the job.
  - h. Be alert to all matters affecting morale of county extension staff.
  - i. Help county extension workers develop a sense of security and a feeling of professional pride in the part they play in the Extension Service.
  - j. Keep agents informed about contribution that can be made by specialists and other State staff members.
13. Work with extension agents and county advisory boards to provide adequate space and equipment for county extension offices. Assist agents to understand good office management.

### III. Important Points to Consider:

- 1. Supervision is teaching, not telling.
  - a. Teaching agents is helping to put agents in a position to succeed.
  - b. Teaching is the biggest part of a supervisor's job.
- 2. Supervision is supervision of people—not program.
  - a. Supervisor needs to evaluate his own job to himself.
  - b. Supervisor needs to recognize his own responsibilities.
  - c. Supervisors should not be given too many administrative responsibilities or special assignments lest they lose sufficient opportunity for good supervision.



3. Supervisors should be sold on their job of supervision in order to help other extension staff members to appreciate the purposes of supervision.

|            | <u>Lincoln,</u><br><u>Nebraska</u> | <u>Lafayette,</u><br><u>Indiana</u> | <u>Ames,</u><br><u>Iowa</u> |
|------------|------------------------------------|-------------------------------------|-----------------------------|
| Chairman:  | E. H. Teagarden,<br>Kansas         | F. E. Longmire,<br>Illinois         | Fred Clark, Iowa            |
| Secretary: | Ethel Saxton,<br>Nebraska          | Annabelle Clawson,<br>Indiana       | Edith Bangham,<br>Wisconsin |

## GROUP II. MAJOR RESPONSIBILITIES OF EXTENSION SUPERVISORS

1. Be prepared to assist extension administrators in policy formation.
2. Keep county staff informed regarding extension administrative policies and reasons for maintaining unified acceptance of them.
3. Keep county staff informed about any changes in State and National extension personnel, organization, or operation.
4. Give information to administrative staff about situation in the field.
5. Maintain good relations on State level with entire extension staff, other college staff members, and outside organizations and agencies.
6. Review objectives of extension; determine their application to the job of supervision.
7. All supervisors arrive at joint agreement on supervisory plan for each county and for the State.
8. Work with other supervisors in helping county extension agents to develop a balanced program of agriculture, home economics, 4-H and rural youth.
9. Assist agents and local people to determine and evaluate the important problems in the county.
10. Coordinate and integrate the county program from the State level, as the program develops.
11. Assist agents and specialists with execution of county programs.
12. Assist in development of leadership in county so county extension board will feel more responsibility for the extension program beyond finances.
13. Assist in developing and maintaining satisfactory relations in county offices, sponsoring organization, State staff, lay people, other agencies.
14. Secure and maintain county finances.

Lincoln,  
Nebraska

Lafayette,  
Indiana

Ames,  
Iowa

Chairman: N.D. Gorman, N.Dak.  
Secretary: Ina R. Crisman,  
South Dakota

B. D. Kuhn, Mich.  
Alice King, Ohio

Skuli Rutford, Minnesota  
Pauline Drysdale,  
Missouri



TOPIC: THE SUPERVISORY PROGRAM

DETERMINING CONTENT OF SUPERVISORY PROGRAM

PANEL: WHAT DO COUNTY EXTENSION AGENTS WANT FROM SUPERVISORS?

I. General:

1. Agents want supervisors to give suggestions; be a source of help when needed; help with reports; analyze programs and reports and let agent know good and bad; help with executive boards, organization, and finances.
2. Build self-confidence and morale.
3. Help agents know where they are weak but not directly. Rather help agents evaluate their job in such a way that weaknesses may show up.
4. Agents feel need to have ego built up by being told "how they are doing."
5. Give agents a feeling of belonging to the whole extension family.
6. They want to know what goes on at State office.
7. They want to feel that the supervisor is sympathetic to them and will represent their viewpoint at State office.
8. Develop an extension philosophy.

II. With sponsoring boards:

1. More help with extension boards.  
What is job of board? How can the board do a better job?  
Board's responsibility in regard to college and USDA.
2. Help with salaries.
3. Information on policies.
4. Agents want supervisors to rate in county and also to know how agents rate.
5. Say a good word to people in county about agent's work.
6. Supervisor interpret to people policies of college and U.S.D.A.
7. Serve as liaison between State and county office.
8. Supervisor source of information on administrative and organization procedures.
9. Help with relations not only with extension boards but with other organizations and agencies and with the general public.

III. With program development:

1. Agents want help on how to counsel with rural people - to get at county programs. Outsider can point out problems more objectively than agent can.
2. Supervisor should know county program and help agents coordinate specialists' work.
3. Give a method of judging if program emphasizes most important things.
4. Information about situation in new county.
5. Information about organization in new county.
6. Past programs and how new agent fits.
7. Help agent evaluate his own work.
8. Want help in building a county program, not a subdivided program. Help agents plan together.
9. Be an interpreter between agents and specialists.

10. Assistance on program correlation between specialists.
11. Agents want supervisor to help them to look ahead.
12. All three supervisors interested in total program.
13. Keep on level of farm people.
14. Discuss methods and procedures and together evaluate them.
15. Provide continuity of program in county.
16. Help in developing local leadership that will function in both planning and carrying out extension programs.
17. Exchange of ideas and successful experiences from other counties.
18. Help in analyzing annual report as a basis for program planning.
19. Help agent with development of programs involving cooperation with other agencies in such fields as health, housing, and soil conservation.

IV. With reports, plans of work forms, and general record keeping:

1. Help with method of reporting.
2. Explanation of leave, compensation, retirement, and all routine forms required by State Extension Service.
3. Help in preparation of plan of work.
4. Help in preparation of annual statistical and narrative reports.
5. How to use annual reports as a basis for evaluating progress of extension work in county.
6. Other methods of measuring progress.
7. Keep agents informed about the findings of State and national extension studies that will be of assistance in development of county extension programs.

V. Personal assistance:

1. Make agents feel that supervisors really know the county and agent can talk freely to them.
2. Correct small personal and relationship difficulties.
3. Help with relations problems in office, office management, and training office secretaries.
4. Help morale by telling when job is well done.
5. Want suggestions for coordination of activities to give a good balance between work and play. Show how to open up time for recreation.
6. Want supervisor to get down to brass tacks on agent's problems and help work out specific answers to current problems.
7. Help agent be strong in areas where weak — constructive criticism.
8. Informal conferences — counseling.
9. How do I rate in relation to other workers in similar situation?
10. Expect supervisors to look after agent's interests.
11. Know how agent rates with people.
12. Agents want supervisor to be a good listener.
13. Don't be in too big a hurry on county visits.
14. Agents like a give-and-take attitude.
15. Visit counties when they haven't a problem or program to sell.
16. Be a good listener.

Panel Members

Lincoln, Nebraska

Margaret K. Bartis, Kans.  
Raymond C. Russell, Nebr.  
P. R. Kasson, N.D.  
Esther Farnham, S.D.  
J. F. Younger, S.D.

Lafayette, Indiana

Helen D. Turner, Ill.  
Janalyce Rouls, Ind.  
E. A. Wenner, Mich.  
Chas. A. Haas, Ohio

Ames, Iowa

V.M. Anderson, Iowa  
Leonard Harkness,  
Minn.  
Vernie Backhaus,  
Mo.  
Ben Busby, Wis.



## WHAT DO ADMINISTRATORS EXPECT?

### Summary of Statements by:

Dr. W. V. Lambert, Nebraska  
Dr. Floyd Andre, Iowa  
Assoc. Dir. L. E. Hoffman, Indiana

Supervisors have one of the most important and difficult jobs in Extension. They are expected to:

1. Maintain smooth functioning organization and cooperative relations-- county, State Federal--in all counties.  
Good relations with boards.  
See that boards understand their function.  
See that regulations are carried out and that boards understand reasons for them.
2. Be honest and loyal and demonstrate the courage of their convictions -- with the director,  
with county extension agents,  
with county people.
3. Build loyalty in the extension staff. Supervisor may not be 100 percent in agreement with program but should be loyal to the program developed democratically. Bring to the director objective criticism and suggestions about how program works.
4. Be the eyes and ears of administrator. Supervisor may expect administrator to be frank in stating his aims and objectives.
5. Maintain a two-way line of communication between State and county. Director depends upon supervisor for information about county and for interpretation of policies to county. Policies should be agreed upon in the State office and all supervisors carry the same interpretation to counties.
6. Work as a team to keep county programs dynamic. Supervisor should know or develop the techniques for doing this.
7. Develop and maintain strong county extension programs.
  - a. Have an appreciation of practical agricultural and home economics problems of State. Appreciate broad aspects of programs, practical, technical, social.
  - b. Help extension agents and county people to recognize problems and cope with them.
  - c. Build programs from the bottom up, keep a sense of values and a long time viewpoint.
  - d. Help make most effective use of specialists' time.
  - e. Review educational material going out from college to see that it fits the need and also includes methods, visual material and other aids.
  - f. Stimulate agents to get programs into operation. Keep program moving.
  - g. Understand the entire college and be able to explain it to people in counties.
  - h. Evaluate programs and analyze coverage.

8. Maintain effective county extension staff.
  - a. Assist with selection and placement.
  - b. Induction training program.
  - c. In-service training for all agents, objectives, policies, program planning, public relations, subject matter, and methods.
  - d. Stimulate interest of agents in graduate training.
  - e. Promote understanding and good relations among members of county staff and between county and State staff members.
  - f. Promote high morale. Keep county staff informed about all matters affecting them.
9. Keep county offices up to date in space, equipment, management, and methods.
10. Be public relations specialists.
  - Know the people, know the college, and the State and Federal Extension Services.
  - Obtain financial support for county extension work.
  - Promote general support of extension and the college.
11. Help rather than boss. No one of a cooperative group should become dictatorial.



## WHAT DO SPECIALISTS EXPECT OF SUPERVISORS?

### Summary of Talks by:

N. S. Hadley, Indiana  
C. W. Nibler, Nebraska  
Floyd Arnold, Iowa

It is important to agree on the role or function of the specialist in order to determine the relationship of specialist to supervisor and supervisor to specialist.

The concept that specialists are full members of the extension family recognizes that they have some responsibility for program determination.

Specialist is concerned with "selling his bill of goods" but he wants to know that his contribution fits into and strengthens the total county program.

Specialist expects supervisor to:

1. Provide good county extension agents and teach them how to operate.
2. Brief new agents on the status of extension activities in the county. To do this, supervisors must be familiar with work of specialists in each county.
3. Give agents advice and counsel on available specialist help. Type of subject matter, methods, and procedure should be understood by supervisors.
4. Keep familiar with each specialist's work so it can be fitted into the county program.  
There is a place for incorporating all or part of the programs as worked out by the specialists into the county program. Many of the beneficial extension programs were initiated by the Department of Agriculture, or the specialists, as representatives of the land-grant colleges. These were then fitted into the county program. The dairy herd-improvement association program is an example. When the county program is formulated, serious thought should be given to how projects can be incorporated and how the specialists' time can be used most efficiently.
5. Help extension agents and program committees to define clearly the problems that they and their constituents recognize.
6. Recognize that the agricultural extension program is a coordinated program, built up by having a fluent, two-way flow of information from and to the field from the land-grant colleges and the United States Department of Agriculture; and that specialists are a cog in the wheel and need the help and guidance of the supervisors in preparing and presenting subject-matter material.
7. Assist the program committees to clarify objectives so that accomplishments can be evaluated.
8. See that the contributions of different specialists are properly integrated in the execution of county programs.
9. Relay information pertaining to problems and objectives to specialists concerned.
10. Judge when specialist's work best fits into county program. When county is ready, get specialist on job.

11. Counsel and advise agents on the use of specialists in program development, particularly the execution phase.
12. Interrelate county programs. Many activities should be conducted on a district or area basis.
13. See that special interest programs are incorporated into the over-all county program.
14. Encourage and assist the county staff to discover and develop good local leaders.
15. Evaluate the progress. Keep the specialists informed of developments in counties.
16. Assist specialists by discussing frankly with them the reactions they receive from the field. It is important that members of the extension group assist one another instead of permitting corrections to come from others outside the organization. By working together, they can improve the agricultural extension services.
17. After a meeting or conference, the paramount question is, "Were any farm or home practices improved or attitudes changed?" Some meetings are good and others are less good. The latter should be improved. This could best be done by supervisors and specialists and agents deciding together on what is to be accomplished.



## THE VIEWPOINT OF THE SUPERVISOR

### Summary of Statements by:

Nellie McLoughlin, South Dakota  
Eleanor Pincomb, Missouri  
Ruth Peck, Michigan

The Extension Service is an educational institution and is concerned with helping people help themselves.

The purpose of supervision, first of all, is to promote the objectives of the Extension program. Actually, supervision is effective only insofar as it promotes Extension objectives.

Supervisors are responsible for training agents. They are, therefore, teachers of teachers.

Supervisors are concerned with both the agent and the job to be done--the county extension program.

Supervisors need to keep agents informed about all State and Federal policies relating to extension work and to extension workers. They are the connecting link between the administrators and the county worker.

They should have small enough districts to be able to become well acquainted with county situations, the local people, and the county extension staff.

Supervisors have four main jobs:

- I. Programs and plans.
- II. Personnel.
- III. Finances.
- IV. Relations.

### I. Programs and plans

#### A. Coordination

1. On programs and plans, the supervisor acts as a coordinator of relations between administrators, specialists, and county workers. He is the one who ties loose ends in a knot that doesn't rub people. Before supervisors can coordinate anyone else, they first need to coordinate themselves. For instance, the supervisory group in Missouri (the men and women supervisors from five districts) hold regular conferences each Monday morning to review progress and activities to be carried out, revise plans, and coordinate work of all districts.
2. Supervisors work together on county financing, personnel, and programs.

#### B. County program

1. Supervisors should help agents and local people study counties to get at the basic social and economic problems in agriculture and home economics of people of all ages.
2. Agents need training through both group and individual conferences to develop procedures for building their county programs.

3. Supervisors should help train sponsoring boards and community program planning leaders and help agents to work up methods and devices to carry out program-planning procedures.

#### C. Plan of Work

Supervisors work with county workers and specialists in developing plans and procedures for carrying out county programs.

They should assist agents in writing plans of work and train them in the use of effective extension teaching methods.

#### D. Evaluation of County Programs

1. Supervisors need to work with agents and specialists on methods of evaluating the educational program.
2. Analysis sheets on meetings, farm and home visits, and other extension teaching methods are useful evaluating devices for both county and State workers.
3. An annual report score card is helpful in evaluating annual reports.

### II. Personnel

The number one job of all supervisors is to select and train county extension agents and to promote their efficiency.

#### A. Recruitment

Need criteria for selection of extension workers who will be good career people.

Supervisors need to plan for recruitment program.

1. Urge good 4-H Club members to go to college.
2. Let agricultural and home economics college students know about opportunities for careers in extension.
3. Supervisors help establish system of extension apprentice experience for college students (junior and senior years).
4. Keep in touch with good extension prospects who are working in other fields. Let them know about available county extension positions.

#### B. Training

1. Supervisors work with extension administrators on desirable curriculum for students interested in extension work.
2. Induction training should include a thorough understanding of extension philosophy and objectives, policies, Federal and State organization, function of various extension workers, and extension terminology. In addition, all new workers need training on organization and teaching methods.

Induction training is provided by:

- a. Conferences at the college before going to county.
- b. Orientation schools for new workers (one to three each year).
- c. Working with experienced agents who have been especially trained to help new agents. Supervisors should have frequent conferences with trainer agent and trainees.



- d. Help given the new agent after he is on the job is very important. Supervisors should visit new agents frequently the first year or two. These visits should be carefully planned to include assistance with regular and seasonal activities, such as program planning, plans of work, annual reports, county sponsoring boards, county budgets, 4-H Club events, field days, and achievement meetings.
  - e. The supervisor's objective should be to give sufficient help and encouragement to new workers so that they will accept their job with enthusiasm, courage, and a certain amount of confidence. Do not give so much help that self-initiative is destroyed.
3. In-service training and professional improvement.
- Planned district conferences are a good means of giving experienced agents information about:
- a. Changes in policy, personnel, and so on.
  - b. Program planning information.
  - c. Subject matter and methods.
  - d. Any other matters of concern to all agents.

County visits provide the best method of helping agents with individual problems. Supervisors need to be aware of and sympathetic with personal problems of agents. Frequently the supervisory can help the county extension workers plan their work to provide more free time for family and personal affairs.

Occasional joint visits to counties by agricultural, home economics, and 4-H supervisors are desirable to discuss matters of concern to all agents.

Supervisors need to counsel with county extension workers about plans for postgraduate study. Agents frequently need help in planning their work in order to attend summer school or to take sabbatic leave. Supervisors can also help county workers plan to attend professional meetings. Such meetings improve professional standing as well as contribute to satisfaction and morale of county extension agents.

C. Evaluation and Recognition

Supervisors need to "let each person know how he is getting along." Several States use an evaluating or analysis form that includes both personal qualities and accomplishments in extension work as a device to help agents evaluate their own progress.

Supervisors should recognize good work on the part of each agent sometime during the year. Public recognition builds morale and encourages greater effort.

### III. Finances

Work with sponsoring organizations and local people to obtain adequate finances for county extension service.

Supervisors work together with extension agents on preparation of county extension budgets. In some States, supervisors are responsible for financial reports and expense accounts of county workers.

### IV. Relations

Supervisors are responsible for promoting good relations with sponsoring groups, farm organizations, business and civic groups, Federal and State agencies, and among members of county extension staff.

Policy is to cooperate with other public and private agencies that have educational programs with rural people.

Agents need training in understanding problems of human relations, how to work together, to develop and encourage leaders, and to maintain good public relations.

### V. General

The supervisor's job includes many administrative chores and "housekeeping" jobs. Supervisors must train agents in office management and administrative techniques including:

- A. Training office assistants.
- B. The preparation and use of records and reports.
- C. Filing and other business methods.

Supervisors are responsible in varying degrees for district and State extension conferences, for arrangements for farm and home weeks, fairs, and other State-wide events.



METHODS OF CARRYING OUT A SUPERVISORY PROGRAM

THE DISTRICT CONFERENCE AS AN IN-SERVICE TRAINING METHOD

Summary of Statements By:

Frank Blecha - Kansas  
Lucile Holoday - Iowa  
H. S. Heckard, Indiana

1. District conferences are a part of the over-all in-service training program for all extension workers and contribute to the planning and execution of the over-all extension program.
2. They provide frequent short periods of in-service training to supplement academic preparation, to serve as refresher training, and to meet changing problems and situations that affect the job to be done.
3. The district conference proves most effective as an in-service training program to:
  - a. Clarify administrative policies and procedures.
  - b. Supplement academic preparation.
  - c. Serve as refresher training.
  - d. Provide opportunity for making adjustments to meet changing problems.
  - e. Provide opportunity for supervisors to learn county problems.
  - f. Provide opportunity for agents to discuss and coordinate district activities.
4. The specific objectives for district extension conferences are to: (Iowa)
  - a. Stimulate and provide opportunity for growth and development of all members of the field staff through a continuing, detailed study of a specific professional problem area each year.
  - b. Teach or clarify new subject matter related to current critical problems which are of district, area, or State-wide significance.
  - c. Provide continuous training in methods and techniques of doing extension work.
  - d. Provide an opportunity to exchange ideas to develop understanding and

- to work as a group on common problems, such as program planning, program execution, and program evaluation.
- e. Build and maintain the morale, professional ethics, friendship, and cooperative efforts of the field staff and representatives of the State staff within districts.
  - f. Provide opportunities to coordinate and integrate county programs and State plans of work.
  - g. Assist in developing a unified community and farm and home unit approach to the total extension program in districts and counties of the State.
  - h. Clarify administrative policy and supervisory recommendations which contribute to the efficient and effective operation of county extension programs and offices.



## THE COUNTY VISIT

### Summary of Statements By:

Nell Wright, Nebraska  
Gertrude Kaiser, Illinois  
J. U. Morris, Missouri

Someone has said, "The role of a supervisor might be to influence others to put forth their best effort."

If we accept the philosophy that supervisors are charged with the responsibility of seeing that the agent succeeds, the county visit is extremely important. Many general things can be done at district conferences, but the real details are developed through county visits. Several factors are important to the success of the county visit.

- I. Make definite arrangements as to the time of arrival and length of stay. The supervisor's visit should not rearrange plans of agents. They will then be in a better frame of mind and a more receptive mood. Advanced planning will encourage this.
- II. Have a definite purpose for each visit. Find out what help agents want from supervisors. Supervisor needs to know what he wants to do and agent needs to know what to expect of the visit. Visit may be the result of a direct request or the result of a conversation about county situations. Agents sometimes want supervisor to come and take charge of meeting. It is better to have a conference with the agent and executive committee members to help them get ready to handle their own meeting. Need to attend some meetings of various types to help agent evaluate his work.
- III. Be prepared for conference with agent.
  1. In order to be more helpful on a county visit, it seems advisable for the supervisor to have in hand some facts about the county. Some that have been helpful are: Land valuation, type of farming, percent age of tenant-operated or owner-operated farms, percentage of rural nonfarm residents, percentage of homes having running water and electricity, the actual number participating in adult and youth programs--also the potentials.
  2. Supervisors should know something about agents, their likes and dislikes, hobbies, temperament, peculiarities, something about their family. Each person is a separate individual and must be treated differently. This can best be done by personal contact.
  3. Review what was discussed and accomplished on last contact with agent

4. Make any special preparation needed to cover the particular purpose of each meeting; that is, analyze past reports if the visit is to include help on reporting.
5. The county visit provides the opportunity to show, to illustrate, or demonstrate how best to do a given job. Through such visits, procedures can be clarified, details discussed, and questions answered.
6. County visits serve as a "follow-up" from group conferences or meetings, letters, and so on. Individual agents want help in adapting procedures and techniques to local situations. It helps them "get into gear," so to speak. Through county visits, you have the most direct contact with county staffs, the county program, and the people in the county by:
  - Office conferences with the agents.
  - Meetings with county sponsoring boards, committees, and other groups.
  - Going out into the county with agents for observation.
  - Public relations, - individual visits to leaders.
7. During county visits, give the agents time to discuss their problems, rather than your presenting your views and what you want done. One agent expressed it by saying, "Come see me some time when you leave your brief case in your car."
8. Through county visits, we get new ideas on methods and procedures and the use of materials that can be passed on to others. Such an exchange of ideas helps in a "better over-all job."
9. Effective method in helping them to get organized in building their county program, in developing their plans of work, and in writing monthly and annual reports.
10. Effective way in helping agents with office management problems, such as weekly staff conferences, office arrangement, equipment, use of penalty privilege, training secretaries, handling office calls, and many other office routines.
11. Opportunity to find out about internal relations, and the coordination of the work of county staffs. In other words, it is one way to find the "county squeaks."
12. Logical way to work with sponsoring boards in relation to their duties and responsibilities, adequate finances for extension work, and developing programs. The supervisor, rather than the agents, is in a much better position to discuss with them such matters as annual leave, professional improvement, mileage rate, subsistence when out of the county on official business, family life of agents as it relates to long hours and night meetings.



13. Supervisor can assist the agents in making contacts with key people in the county about various phases of the county program.
14. A well-planned visit provides the supervisor with information in regard to the agent's effectiveness on the job. Different characteristics might be selected to judge the effectiveness of an agent. Four that seem important are:
  - a. Dependability  
Accepting responsibility and seeing things through.  
Being on time.
  - b. Being aware of people's needs.  
Physical set-up for meetings, such as seating and temperature.  
Personality -- self-esteem, security, social approval, new experiences.
  - c. Social effectiveness.  
Seemingly enjoys people and is a comfortable person to be around.  
Practices what he teaches and does not impose thinking upon others.
  - d. Believes in the extension program with its aim of helping people to help themselves.

## COUNTY-STATE OFFICE COMMUNICATIONS

### Summary of Statements By:

Elizabeth Roniger, Michigan  
E. F. Graff, Iowa  
M. G. Hodgson, South Dakota

Communication is the life line of the organization. Someone has called it a connecting passage. For our consideration, may we accept the terminology that it is an interchange of thoughts or opinions, by conference or other means. Communication channels become more important as the staff increases and the program grows.

The two major methods of communication between the county and State office are direct contacts through group and individual conferences (which are being covered at another session) and the written word. In this session we are concerned with the latter.

#### 1. The extension handbook

Its content may include Federal and State directives and policies, legislation, philosophy, history, organization program of work, office organization and management, reporting system, organization and teaching methods, results of studies, leadership training, the job of the county workers, and county organization. The handbook becomes a more useful tool if the supervisor goes over its contents with the agent on some county visit.

#### 2. The house organ - a regular publication of the State office which reaches every worker.

It is an important factor in bringing about a feeling of "oneness" within such a large and far-flung organization. Administrative, supervisory, and specialist information may be transmitted. County information and accomplishments in a specific program or project can be included. News about personnel is of paramount interest.

#### 3. Circular letters - with detailed plans and instructions for special programs, events, or activities. They usually call for some action or participation.

#### 4. Individual or personal letters.

Utilized for specific planning, programing, and scheduling. They may need to reinforce other methods of communication such as follow-up on phone call. Personal letters offer the best opportunity to foster sympathetic understanding between supervisors and individual agent.



## 5. Reports.

Monthly and annual statistical and narrative reports indicate accomplishments and the agent's interpretation. Careful analysis of reports is an important step in State-county communications.

Supervisors must be constantly alert to a few shortcomings of the writer word.

1. Make certain that terms, ideas, policies, or principles transmitted in writing are correctly interpreted by all agents.
2. Occasional checks may be made on the effectiveness of written communications.
  - a. Have they given coherence to the organization?
  - b. Have they helped to make the work more effective and efficient?
  - c. Were instructions and information uniform?
  - d. Have the written communications followed principles of good writing?
  - e. Have the channels of communication been kept open? Do all the agents get copies of letters that concern them or the work they are doing?
  - f. Did the message get across? Was it understood? Did it make the reader believe? Did it cause the reader to act favorably or take the action you wanted him to take?

## HOW CORRELATE WITH OTHER SUPERVISORS

### Summary of Statements By:

Harry Baird, Kansas  
Evelyn Morrow, Minnesota  
Harold J. Foster, Michigan

To insure a unified program, there must be complete coordination and cooperation among all supervisors, especially when there are three supervisors--agriculture, home economics, and 4-H in each district.

There should be uniformity of policy, procedure, and execution. All supervisors must tell the same story on salaries, policy in scheduling specialists, and program planning. There should always be an attitude of cooperation rather than competition. Supervisors should have common objectives and agree jointly on divisions of responsibilities.

Make outline of responsibilities and check what person is responsible for different supervisory jobs:

| List Responsibilities | Full Responsibility<br>(check) | Shared Responsibility<br>(check) |
|-----------------------|--------------------------------|----------------------------------|
|-----------------------|--------------------------------|----------------------------------|

### I. State-wide correlation

1. All district supervisors and State leaders meet with extension director and assistant director on matters of policy, financing, and other matters of an administrative nature.
2. Conferences by special interests.

District supervisors, agriculture, home demonstration, and 4-H, meet with their respective State leaders to correlate State programs and discuss matters of mutual interest.

- a. Personnel recruitment and training.
- b. Programs, use of specialists, training school for agents, and so on.
- c. Special events of concern to the group, such as home agent conference, livestock show, and 4-H camp.



## II. Correlation within a district -- conference of agricultural, home economics, and 4-H supervisors by districts.

### 1. Points to consider:

- a. Need to have a common understanding of farm and home problems within district.
- b. Know each agent--personnel problems in agriculture, home demonstration, and 4-H.
- c. Need to have sympathetic understanding and a "give and take" attitude toward developing the over-all extension program in county. (Interest should not be only in the area.)
- d. Must be agreement and understanding for various responsibilities for developing and executing programs, and for promoting the objectives of extension in the county.

### 2. Discussion should include:

- a. County situations found in past week's field work--good, where help is needed.
- b. Personnel--on the job, prospective agents.
- c. Major programs in progress.
- d. Need to schedule two or three supervisors to one county for office conference with county extension staff.
- e. Plan for district conferences.
- f. Budgets--check on status of finances.
- g. Possibilities of meeting with county extension boards.  
(Not always for purpose of budgets or employment of agents but occasionally on "knowing your extension organization.")
- h. Travel arrangements

## III. County staff conferences

At least once a year, all supervisory personnel--agricultural, home economics, and 4-H--assigned to a county should visit the entire staff of the county at the county office to better coordinate work of the county staff or the county program. This should be definitely scheduled conference after the county situation has been studied and discussed by supervisors in their conferences. Other visits to the county staff are made by individual supervisors throughout the year.

## HOW SUPERVISORS CAN WORK WITH SPECIALISTS

### Summary of Statements By:

O. C. Croy, Ohio  
Clyde Noyes, Nebraska  
Ray Pallett, Wisconsin

Specialists and supervisors have many things in common. There should be a very close working relation between the two groups.

Supervisors' work with specialists falls into the same general pattern as their work with agents, through individual conferences and in groups.

Specialists exercise a desirable influence on county programs by keeping agents and supervisors up to date on subject matter and their recommendations for program emphasis year by year. This is a continuous process. It occurs through district conferences, at winter meetings with farm people, special news letters, and individual counseling.

#### I. Individual conferences with specialists:

1. Exchanging reports of county situations, discussing needs and problems of both specialists and agents, progress of program, etc.
2. Smoothing out relationship problems when they arise. Supervisors should maintain a constructive attitude.
3. Assistance or advice on bulletins, visual aids, etc., that are needed in counties.
4. Assistance with indoctrination of new specialists, particularly those without previous county experience.
  - a. By personal conferences.
  - b. By arranging for specialists to spend some time in counties to get experience.

#### II. Working with specialists in groups:

1. Supervisors should set the situation for conferences of department specialists on larger unit programs such as; for example, housing, older youth, young farmers' schools, dairy, etc., to agree upon procedures, methods and materials.
2. Arranging conferences of agents and specialists to review subject matter, outline procedures, agree upon division of responsibility



and to make plans for further training of agents if needed in the units of work indicated in the county plans of work.

3. Assisting in "operation" of the program--expediting schedules, training agents and leaders.
4. Participation in specialists' workshops, or conferences to improve understanding of policies, responsibilities, methods, etc.

While supervisors work with specialists in many ways, there is still need to do much to perfect techniques--systematize methods of getting together, etc. This is a topic worthy of much thought and discussion by extension supervisors and administrators.

TOPIC: SUPERVISOR'S RESPONSIBILITY FOR SUCCESS  
OF COUNTY EXTENSION WORKERS

PANEL: SUPERVISOR'S RESPONSIBILITY FOR SUCCESS OF COUNTY EXTENSION WORKERS

I. Pre-service

1. Recruitment

- a. Orientation talks given in high schools and colleges.
- b. Participate in college programs for visiting high school students.
- c. See that extension is represented in counseling program on the college level.
- d. Supervisors have contact with freshmen.

2. Training

- a. Special curriculum for students interested in extension.  
Wisconsin has a general professional course in home economics.  
Two courses offered in extension to those girls interested in extension.
- b. Summer apprentice work for college students for both men and women.

II. Induction

1. Special training or apprentice period should be provided--3 months, if possible. Success depends on good trainer agents. People should understand that county is a trainer county. The trainee is actually doing things. Trainer counties should be suitable for training both agricultural and home demonstration agents.
2. Supervisors should give special help to all new agents in developing the program.
  - a. Through office and district conferences.
  - b. With county boards in selling them on a good program.
  - c. By bringing in specialists where needed in program planning.



- d. Help the agents to develop a systematic habit in carrying out programs and to see that program planning is a year-round process. Young agents have no way of knowing what a good program is. Help them to organize program content.
- e. Help agent in setting up objectives.
- f. Help agent to achieve a feeling of attainment.
- g. Brief new agents going into a county on the qualities of the other agents. Supervisors may need to do a certain amount of "weeding out" during induction training period.
- h. Clear up responsibilities of each. Use of responsibility sheet or plan is an aid.
- i. Prevent personality clashes by proper training of agents.
- j. Encourage regular staff office conferences.

### III. On the Job

1. Supervisors can help by always building up the agent with county committees and groups.
2. Supervisor helps by visiting with county leaders.
3. Relations with other agencies. Supervisor can help here.
4. Need to give agents more help in budgeting time--too long hours, too many night meetings.
5. Supervisors can talk to county committees about these things and inadequate salaries and poor office set-up. Salary plus satisfactory working conditions involved. States paying adequate salaries have less turn-over. Should keep more good people in extension. Extension is a much bigger job than it was--needs better people.
6. "Life can be made too earnest and full of purpose," so that it weighs the agent down. Supervisors often tend to do this.
7. Help agents in managing to get away to summer school.
8. Help agents in getting leaders to handle subject matter and organization. Also help to develop the idea among leaders that they have a program responsibility.
9. Help agents learn to use committees. Set up the committees, then stand back and let them work.

#### Panel Members

##### Lincoln, Nebraska

Velma G. Huston, Kansas  
Ethel Saxton, Nebraska  
H. E. Rilling, N.D.  
W. E. Dittmer, S.D.  
Eunice Heywood, U.S.D.A.

##### Lafayette, Indiana

W. D. Murphy, Illinois  
Margaret Harris, Mich.  
Betty Brooks, Ohio  
P. K. Connolly, Ind.  
H. B. Taylor, Ind.  
Eunice Heywood, U.S.D.A.

##### Anes, Iowa

Anita Dickson, Mo.  
Josephine Pollock, Wis.  
Lee Nutty, Iowa  
C. L. McNelly, Minn.  
G. A. Lineweaver, Iowa  
Eunice Heywood, USDA

### GROUP III. ASSISTANCE TO AGENTS ON METHODS OF TEACHING AND EVALUATION

#### I. Methods and Tools

1. Methods should be considered in relation to entire program and how it should be carried out.
2. Give consideration to actual problems of people. People will participate if program meets needs. Age of group may affect methods to be used; for example, with older youth.
3. When training the agent, the supervisor should show him where and when to use the different methods of approach, depending on the age or interests of the group he is working with.
4. Supervisors should give agents more help in program planning in order to use all methods possible in getting job done. Make effort to use program-planning committees to greater extent in determining methods.
5. The use of other agencies and facilities should be a part of the supervisor's technique in putting over teaching methods.  
Example: The use of radio stations and staff on radio teaching.
6. Recognize the ability and previous training of agents in order to give agents broader background of methods.
7. Encourage individuality of agent in use of methods.
8. Specialists and supervisors should "practice what we preach." Whatever training is given agents or county people should be given with methods that they can use.  
Example: Illustrative material may be too expensive or complicated for use in county.
9. Methods handbook is very helpful for county workers.
  - a. How prepare and conduct ordinary meetings.
  - b. How prepare and give an effective talk.
  - c. How prepare and give demonstrations.
  - d. Helps for press, radio, television, circular letters, office calls; evaluation of each.
  - e. How conduct result demonstrations, and meetings that are held in connection with them.
  - f. Tours, exhibits, traveling shows, visits to other States.

## II. Evaluation

1. Have long-time plans and take over-all look.
2. Emphasize the value of reports as an evaluation method. Simplify reports, yet tell the story.  
  
Reports --
  - a. What did you do?
  - b. How did you do it?
  - c. What results did you get?
  - d. Recommendations
3. Supervisors help county staff know about State studies.
4. Simple checking device. First must have a statement of what was the original purpose of the specific action. Are there key questions to use in evaluation?
5. It is the supervisor's responsibility to help the agent to know how to evaluate his meetings.
6. The monthly narrative report may be one tool for evaluating the agent's program and results. The plan of work may be another guide to evaluation. Local people evaluate the agent by their support. The supervisor's responsibility on evaluating is to help the agents evaluate themselves.

Lincoln,  
Nebraska

Lafayette,  
Indiana

Ames,  
Iowa

Chairman: Margaret K. Burtis,  
Kansas

L. M. Busche, Indiana

F. E. Rogers,  
Missouri

Secretary: B. J. Bernston,  
North Dakota

Anna Searl, Illinois

Esther McKowen,  
Minnesota



GROUP IV: ASSISTANCE TO AGENTS ON OFFICE MANAGEMENT

Supervisors should stress the solution of major problems of office management.

I. Office Management

1. Train all county extension agents to be good administrators.
2. Analyze present office routine with consideration to the following:
  - a. Study arrangement of equipment (desks, files, etc.)
  - b. Realize the county extension office is the show window of the Agricultural Extension Service.
  - c. Efficient handling of the public.
3. Emphasize need of having entire extension staff in one building. Use committee of leaders to obtain more space if needed. Alert agents to movement for agricultural centers. Several States have used voluntary subscriptions to build centers.
4. Agents need training in handling time and efficiency problems relating to office help. Supervisors should help them to:
  - a. Divide time of secretaries between workers.
  - b. Give secretaries understanding of job.
  - c. Use office communication devices, such as speaker system between various offices.
  - d. Pre-service training of extension agents in office procedure such as dictation of letters and news stories would help.
5. Agents should recognize that secretaries will more readily do the work of the agent who is courteous and considerate of the office help. Having the office secretary present at office conferences gives her a feeling of belonging and helps to build morale. It should help office girls to organize their work and can save agent's time. It helps to keep office secretary informed. Having the office secretary open all mail also keeps her informed.
6. Supervisors should train agents on office arrangements. This can best be done at an office conference with all agents and secretaries present. Such conferences should include good office arrangement; better placement of desks, files, and telephones; improvement in lighting, ventilation, and appearance.

7. Well-used displays in the county office give opportunity for instruction to office callers. Recognition of leaders might be given through office displays. Bulletin boards and displays should be kept timely and be the responsibility of agents rather than of office secretary. Supervisors might help agents obtain models for displays.

## II. Training Office Help

Supervisors may provide training for office secretaries on the job or in district or State-wide conferences. Training should include:

1. Responsibilities of individuals in office.
2. How is extension office identified?
3. How best to handle office and phone calls.
4. Joint mail--how handled.
5. How is filing problem handled?

## III. Filing and Record-Keeping

1. It is desirable to have uniform filing system in the State. Adjust to fit situations in each county. A separate file should be kept for permanent records. This should be standard for the State. Agents do not, in all cases, keep sufficient permanent records. Supervisors and new agents need to know where to find these records. Supervisors should instruct agents in the keeping of records, how to file, and what should be kept.
2. Supervisors need to check in counties as to how filing is done and what records are kept and how they are used. Records of 4-H Club members should provide information for future leadership.

|            |                                    |                                     |                             |
|------------|------------------------------------|-------------------------------------|-----------------------------|
|            | <u>Lincoln,</u><br><u>Nebraska</u> | <u>Lafayette,</u><br><u>Indiana</u> | <u>Ames,</u><br><u>Iowa</u> |
| Chairman:  | L. D. Willey, Nebraska             | R. E. Horwood,<br>Michigan          | Frank Graham, Indiana       |
| Secretary: | Ella Meyer, Kansas                 | O. W. Mansfield,<br>Indiana         | J. W. Merrill, Iowa         |

## GROUP V. HOW MAY SUPERVISORY WORK BE EVALUATED?

### I. General

1. It is recognized that there is a need for more effective evaluation of the work of the extension supervisor. Each objective should be set up in a clear-cut, definite statement. More care should also be given in the preparation of a detailed situation statement at the start of each project or phase of work as well as in the annual plan of work. This should be the "bench mark" from which progress is measured.
2. There are some items in supervisory work that are basic and can be used to evaluate all supervisors regardless of personalities and different major interest in their field of work.

A good supervisor must be consistent in his dealing with field staff.

A good supervisor should do some self-evaluation on his loyalty to the organization.

3. Definite objectives, both immediate and those involving a period of years, should be stated. More careful evaluation should be made of the accomplishment of results based on the plan of work than is now being done if specific goals are stated, such as:
  - . . . 25 improved county reports.
  - . . . 20 agents to be given training in discussion techniques.
  - . . . A 90-day training period to be provided for all assistant agents.
  - . . . All counties to hold regular office conferences.
  - . . . \$20,000 increase in county appropriations to be obtained.
  - . . . 10 percent of county staff to attend extension summer school

Results can then be tabulated in the same terms.

### II. Guides for Self-Evaluation:

1. Is the program strong in all its phases?
2. Is there good sustained morale among agents of the district?
3. Are you assisting the agent to build up strong leadership among the local people?
4. Are you helping the agents develop ability to plan ahead, maintain a greater vision, and a broad outlook in developing the program?



5. What are you doing to help agents delegate responsibilities to others to get jobs done?
6. Are you frank in discussing with agents any of their shortcomings, giving them guidance?
7. Are you helping to clarify responsibilities within the county office so that good working relations will exist.
8. Are agents submitting reports and records on time?
9. Are good relations maintained between agent, supervisor, other extension staff members, and the general public?
10. Are you consistent in dealing with agents--no favorites?

The group expressed a need for a self-evaluation rating sheet. The one worked up at summer school in Wisconsin was given--one to each State. Each State might use that as a guide and make up one for its own use.

- III. Group V. recommends that the State supervisory groups "follow through" by selecting a few of their major supervisory objectives for careful evaluation on their return from this conference.

|            | <u>Lincoln,</u><br><u>Nebraska</u> | <u>Lafayette,</u><br><u>Indiana</u> | <u>Ames,</u><br><u>Iowa</u>     |
|------------|------------------------------------|-------------------------------------|---------------------------------|
| Chairman:  | J. F. Younger, S.Dak.              | Betty Brooks, Ohio                  | Josephine Pollock,<br>Wisconsin |
| Secretary: | M. Emily Freeman, N.Dak.           | H. J. Foster, Mich.                 | C. L. McNelly,<br>Minnesota     |

TOPIC: RELATIONSHIP RESPONSIBILITIES OF SUPERVISORS

PANEL: RELATIONSHIP RESPONSIBILITIES OF SUPERVISORS

1. Provide training for agents and secretaries in field of public relations and also in field of management. Train agents in techniques of meetings and conferences and their importance to general feeling about the Extension Service.
2. Find ways to get certain methods that promote good relationships used; i.e. office conferences, calendar of activities and special events, etc.. Supervisors and agents should develop fine, friendly comradeship among workers on county level, interested in rural people.
3. Know leaders. Work with committees. Attend meetings. Encourages personal development, social life, citizenship responsibility; e.g.,
  - Adult education.
  - Lions, Kiwanis, Rotary, B.P.W., Zonta, and so forth.
  - Resources conservation.
  - University women.
  - Faculty committees.
4. Help agents to see that the county office is a show window for the Extension Service and the State college. Have pride in our own organization.
5. Maintain good personal relations.
  - a. With extension groups, thus build agents' confidence; foster confidence of agents and specialists, among agents in county, specialists and supervisors, extension and college colleagues.
  - b. Outside groups:
    - Governing bodies.
    - Other agencies.
    - General public--let people know extension's objectives.
    - Press and radio.
    - Business people.

Panel Members

Lincoln, Nebraska

E.H. Teagarden, Kans.  
H. E. Huston, Nebr.  
M. Emily Freeman, N.D.  
Ira R. Crisman, S.D.  
R. A. Turner, U.S.D.A.

Lafayette, Indiana

J.D. Billsborrow, Ill.  
Elizabeth Roniger, Ind.  
A. A. Griffith, Mich.  
Alice King, Ohio  
R. A. Turner, U.S.D.A.

Ames, Iowa

R. B. Baker, Missouri  
Edith Banghan, Wisconsin  
Carl Smith, Iowa  
Dorothy Simmons, Minn.

## HELPING THE COUNTY TO HAVE A GOOD PROGRAM

(This subject was not included in Lincoln and Purdue Conferences.)

- I. Program development is the important part of extension work.  
Three phases --

Program planning  
Program execution  
Program evaluation

We don't plan a program but we help farm people plan a county program.  
Formula:

County and program situation, objectives, problems, solutions,  
followed by plan of work developed by county agents and program  
planning committee.

Planning patterns in States are similar. Typical example:

Local community meeting held to discuss what people want. Elect  
two people to represent local group at county planning meeting.  
County personnel conducts county meeting. Broken down into small  
groups for discussion. After discussion, major areas are determined.  
Agents and county extension committee then make final decision on  
the county program. Highly important that recommendations of people  
are used and that something is done about them.

## II. Responsibilities of Supervisors:

1. Liaison between specialists, counties - techniques and programs.
2. Acquainting agents with program planning procedure.
3. Train agents how to plan programs. May be a matter of changing  
attitudes of agents. Individual work with agents in particular  
county to help them get started.
4. Supervisors can help bring in over-all or family approach, or both.
5. Have responsibility for seeing importance of having people delineate  
problems.
6. Supervisors have a great responsibility in helping agents see what  
comes first.
7. Supervisors have a responsibility during the year to follow through.
8. A coordinated philosophy of supervisors and all concerned is needed to  
develop good county programs.
9. Philosophy should be developed by group rather than by 2 or 3 persons.

Ames, Iowa

Chairman: A. E. Engebretson, Minnesota  
Secretary: Esther Whetstone, Iowa



## GROUP VI. HELPING THE COUNTY STAFF WITH PUBLIC RELATIONS

- I. Harmonious and effective relationships are basic to a good extension program. The nature of our program requires close contact with people.

Hall - "No longer am I independent. We are in an era of people."

Janike - "Key point of our job is getting along with people."

Lambert - "Smooth functioning program requires good working relationships."

What do we mean by public relations?

For our purpose: Keep informing public of good program.

Attitude of public toward extension service.

Public relations is a condition or attitude between them and us.

Who and what factors enter into good public relations?

All relations are on different levels:

- (1) Conflict
- (2) Competition
- (3) Compromise
- (4) Coordination
- (5) Cooperation
- (6) Inter-penetration

- II. Problem of public relations more important now that many agencies are in same field of extension, competing for time of people and public support.

Two questions posed:

What do we mean by public relations?

What develops situation we call "public relations in relation to extension service?"

1. Some county USDA councils have been successful in promoting better relations between government agencies within county.
2. Encourage county staff to get together with agency representatives to understand programs. We are down on things we aren't up on. Realize importance of good relations with agencies--be aware of this relationship.

3. Agents should marshal all forces through which education in agriculture and home economics may reach people. Part of this is philosophy of our job. If extension workers aren't willing to utilize all forces and organizations in county, they should relinquish right to complain when some other organization does the job.
4. All agents should be careful to cooperate with the other county officials.

### III. Supervisor can help agent by:

1. Showing him how to give and take with people in courthouse or other public building where his office is.
2. Meeting with county board and plan an approach for getting a new agent acquainted and started in his county.
3. Encouraging the agent to make trips and tours with local editors to get them posted.
4. Arranging for agents in groups of about 5 to discuss how they handled different public relations in their counties (annual or district conferences).
5. Encouraging agents to express appreciation to all cooperating sponsoring agencies for favors rendered.
6. Helping agents on their radio programs—planning time, type, guest speakers, etc.
7. Building up the agents for special programs or events and then back out of the limelight.
8. State staff should be careful to express appreciation to the agents in a way that gives them credit in the eyes of their own people.
9. Supervisors need a check list to go through with their agents to see where some agents may be falling down on different parts of their public relations.

### IV. Good public relations come through doing good job, through strong program.

1. Informal relations around county offices important.
2. Worked down, unrelaxed agent can get firey and make for poor relations. Supervisor can help agents learn to relax.

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Indiana

Ames,  
Iowa

Chairman: Florence Atwood, Nebr.  
Secretary: J. L. Hill, S.Dak.

V. D. Sexson, Ind.  
Opal Roberson, Mich.

Maurice Soultz, Iowa  
Rena Jenkins, Mo.

## GROUP VII. EXPANDING FINANCIAL SUPPORT FOR EXTENSION WORK

Each State reported on the sources of funds for their State program, as follows:

| <u>State</u> | <u>% Federal</u> | <u>% State</u> | <u>% County</u> | <u>% Other</u> |
|--------------|------------------|----------------|-----------------|----------------|
| Illinois     | 40.2             | 23.2           | 0.5             | 36.1           |
| Indiana      | 42.0             | 31.8           | 26.2            | None           |
| Iowa         | 36.2             | 28.9           | 13.8            | 21.1           |
| Kansas       | 29.6             | 16.1           | 44.6            | 9.7            |
| Michigan     | 43.0             | 39.8           | 16.5            | None           |
| Minnesota    | 53.5             | 18.5           | 26.6            | 1.4            |
| Missouri     | 53.9             | 20.4           | 16.6            | 9.1            |
| Nebraska     | 47.4             | 27.8           | 24.8            | None           |
| North Dakota | 51.3             | 15.4           | 33.3            | None           |
| Ohio         | 55.8             | 23.2           | 20.7            | 0.3            |
| South Dakota | 53.0             | 35.4           | 11.6            | None           |
| Wisconsin    | 46.3             | 19.4           | 34.3            | None           |

### I. State and Federal Financial Support

#### 1. Legislation

a. Group questioned appropriations that were specifically earmarked.

b. They favored legislation that would sell extension as such across the board.

c. Specific fields in which additional funds might be approved by Congress:

(1) Urban extension work.

(2) Consumer education.

Urban groups are immensely interested in future food supplies. Recognize that surpluses are not always going to exist.

(3) Farm and home planning.

2. This is primarily a responsibility of the director's office.

Director should be responsible for plan. Requests go through the university. There is a need for an extension informative report which should be made to the president of the agricultural college periodically. This appears necessary to better acquaint the administrative head of what extension is doing.



3. Supervisors can inform local committees, legislators, and local people what the situation is. Can help in carrying on an educational program in this area.

## II. Expanding County Support

1. A good sound county extension program is the basic need in obtaining appropriations.
2. The supervisors and county extension agents are responsible for the county appropriations. Local folks see a need, increases have to come through requests of the people - State appropriations.
3. County extension agents need help with public relations in getting increases in county appropriations:
  - a. Doing a good educational job.
  - b. Getting acquainted with members of county appropriating body.
  - c. Publicizing the whole extension program in the county.
  - d. Counseling with rural people and training leaders to speak for extension.
4. Greater responsibility should be assumed by rural leaders in recommending annual budgets to county appropriating bodies.
  - a. Encourage county budget committees.
  - b. Thoroughly acquaint them with all phases of budget.
  - c. When budget is submitted, it is an excellent opportunity for the committee to review county program of work before the elected county officials.

Every county needs a good lay person who is well informed and can speak for the extension program.

- a. Play up the activities having the greatest appeal.
- b. Mention numbers of people participating--agents' contribution, leaders participating.

In Missouri, about as many women go before county boards of supervisors as men.

5. Several States have State extension advisory committees made up of rural people.
6. A monthly narrative report to each member of the county extension governing board may be helpful in obtaining county appropriations. A daily office diary may be helpful in studying types of information needed by people.

### III. Some Factors Affecting Financial Support.

1. Low-valuation counties are a problem and perhaps should be subsidized from State and Federal funds if the counties are appropriating all the law allows.
2. Some States have laws that set the minimum amount and ceiling of what county may appropriate. It is suggested that people be permitted to vote on additional tax to be earmarked for extension.
3. Sources other than tax funds:
  - a. Special sources such as soil testing, cow testing, balanced farm
  - b. Special grants for 4-H Club work, county extension centers, etc.

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Missouri

Secretary: P. R. Kasson, North  
Dakota

Chas. A. Haas, Ohio

Dee Maier, Iowa

TOPIC: EDUCATIONAL WORK IN THE FIELD OF PUBLIC POLICY

EDUCATIONAL WORK IN THE FIELD OF PUBLIC POLICY -- AN EXTENSION OPPORTUNITY

Summary of Talks By:

Clarence Shanley, South Dakota  
Dr. Wallace E. Ogg, Iowa  
J. Carroll Bottum, Indiana

This title implies that interest is not confined to agricultural policy or problems. Yet the effect of these matters upon agriculture and rural welfare should be of primary consideration.

"Problems" involve situations which appear to a significant number of people to require change. They are "public" problems when the kind of changes that appear to be required is beyond the achievement of the individual or family and necessitates group action. The course of action upon which agreement is obtained is a "policy."

Extension has done a wonderful job in farm production and household changes. Have done our job well enough so could continue without or in spite of us. Now farm people are pressing us to change emphasis to include new fields of information. Public policy is only one of new areas into which we should move.

In America we believe in government by the people. Farmers recognize that responsibility. They insist on being well informed and naturally look to the Extension Service.

Extension has done considerable work in agricultural policy.

- a. There has been a gradual increase in Extension's interest in broader questions related to rural living.
- b. Land use planning increased activities in policy area.

Extension's opportunity is also a responsibility. There never was a time when there was more need for information and understanding clear down to grass roots. Most of our confusion and violent disagreement on public questions is due to lack of understanding.



## I. Purpose of Program.

The objectives are to develop in individuals:

- a. An active interest in public policy problems.
- b. An understanding of the issues and the principles involved.
- c. The ability to make judgments on public policy issues on the basis of a critical examination of the evidence and logical thinking.
- d. A desire and ability to participate effectively in the solution of these problems.

## II. Guiding Principles.

- a. Work in this field presents special problems. Controversial issues will often be involved. Our task is not to suggest the solution of such issues but to present all of the circumstances to be taken into consideration in reaching decisions thereon.
- b. It should be recognized that the discussion of public policy issues involves not only scientific facts and principles but ethical choices as well.
- c. Work in this field should be recognized as a responsibility of the institution as a whole. Effective accomplishment will involve the assignment of definite personnel by the Extension Service.
- d. Plans for carrying out this work should be organized in a way to reach all groups affected by public policy programs.
- e. Presentation of the problems involved should strive for objectivity and avoid indoctrination.
- f. Problems should be defined to delineate the issues involved.
- g. The present and future consequences of programs and problems should be analyzed to set forth the issues in clear, meaningful terms.
- h. Special emphasis in this field of work should be given to the selection of significant problems and policies and to the timing of the educational work pertaining to those problems and policies.

## III. Methods.

- a. Discussion method best. Lecture poorly adapted except for short presentations of factual material as a background for discussion.
- b. Meetings for small groups of selected leaders are good.
- c. Huddle (6-6) groups encourage audience participation.

- d. Large meetings present information to stimulate discussion in smaller groups at a later date.
- e. Specialists need to prepare leaflets. Most reference materials are too detailed. Need to be clarified, simplified, briefed. Get all factual material possible, not so precise as physical sciences. Be sure all sides represented.
- f. Visual aids are difficult to use. A few slides, maps or charts may be used to give background history or geography.
- g. Preparation means much hard work but information and understanding accumulates with extension workers and with farm people.

#### IV. Personnel To Do the Job.

Can't reach all people with specialists. May be able to draw on teaching staff and other colleges.

##### a. Qualifications

- (1) A broad background of training in the social sciences.
- (2) Maturity of judgment and experience in meeting farm people.
- (3) The ability to lead and develop discussion and stimulate self-expression.
- (4) Respect for the judgment of others.

Special attention should be given in college curricula to the needs of those who may wish to prepare themselves for educational work in the field of public policy.

##### b. In-Service Training.

- (1) Other State extension staff members.
- (2) All county extension staff members.

Seminars, district conferences and similar opportunities should be provided to gain experience and confidence in this area.

#### V. With Whom Should We Work?

We should work with or aim to reach all people finally. However, for the most effective use of time, leaders should be reached first and trained to reach others. Such leaders need not be only leaders of organized groups,

but also others accepted and respected among their fellows. Preferably, they should be chosen by the group to which they belong with the understanding or at least implication that they bring back to the group a report of training meetings and eventually assume some leadership in the project.

#### VI. Responsibility of Supervisors.

The same contribution that supervisors make to all other projects.

a. To assist the extension workers to understand how to do educational work most effectively in this area:

- (1) Present facts and method of arriving at answers without giving final answers.
- (2) Timing activities.
- (3) Selecting problems.
- (4) Selecting groups to work with.

b. Arranging for sponsoring professional training in public policy problems for agents and other extension personnel.

#### VII. Where Do We Go From Here?

If you haven't started, start. Train our county workers so they can do more. Specialists prepare materials for others to use.

Experiment and practice in training others to teach.

Help supervisors and county people with plan of work.



GROUP VIII. WHAT ARE SUPERVISORS' RESPONSIBILITIES  
IN DEVELOPING NEW AREAS OF EXTENSION WORK?

I. General

1. The rural situation is changing. Many part-time farmers and rural nonfarm. The world has shrunk. Farm people are interested in broader fields than when extension began.
2. Responsibilities of Extension Service are expanding and changing in character. People want education on many new problems; such as:
  - a. Health and health units.
  - b. Safety.
  - c. Housing
  - d. Consumer education and marketing.
  - e. International relations and many other topics affecting rural living.
3. Extension personnel must be well informed about modern trends and their effect on rural people. They should study trends and be big enough to make changes in approaches and projects to meet needs.

II. Supervisory Responsibilities

1. Supervisors first should help themselves, then others, in recognizing problems and in accepting responsibility to seek solutions to these problems in order to help the agents.
2. Supervisors need to lead county personnel and rural people in their thinking about those trends. Put more emphasis on a thorough job of program planning, surveys, and studies to find basic problems affecting rural welfare.
3. Supervisors should weigh and evaluate programs and methods offered for consideration.
4. Demands for new work may come from several sources--general public, program planning groups, etc. These are guideposts for supervisor.
5. Supervisor should be responsible for suggestions of methods available and point out ways when necessary; for example, television.

6. Supervisor's responsibility is to point out where local leadership can be used.
7. Supervisor is responsible to administrator in keeping him aware of new areas developing in the field.
8. Responsibility to help county sponsoring boards build budgets and appropriations to support the work when developments of new fields make it necessary.
9. Help agents to organize work and to see what can be taken out of program (to add new) or where leaders may assume more responsibility.

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Iowa

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North Dakota  
Secretary: Esther Farnham,  
South Dakota

E. I. Pilchard,  
Illinois  
Janalyce Rouls, Ind.

Mildred K. Wellman,  
Iowa  
W. A. Peters,  
Minnesota

GROUP IX: HOW MAY SUPERVISORS CONTRIBUTE TO EXTENSION  
WORK IN PUBLIC POLICY?

In spite of the fact that there is no uniform agreement that Extension Service should enter public policy field, most States are doing something in this field. All agents are dealing with public policy questions whether they know it or not--degree varies as to how they handle it.

- I. The supervisor's responsibility is assisting in organizing the staff, both field and specialist, to do the most effective work in public policy.
1. Seminar for supervisors and specialists needed to help them aid agents, also courses offered in field for agents and other agricultural leaders. Undergraduates need training in political science.
2. The agents' most urgent need is not so much subject matter facts as training in thinking objectively in public policy work with lay people. Subject matter facts are very important but still secondary to the need for objective discussions. Specialists need training also in the technique of presenting matter objectively.
3. Home agents need training in public policy work because they are constantly facing such problems in their home demonstration work.
4. Women should be included on an equal basis for all policy work.
5. Often need the help of divisions of the State university not in the Extension Service.
6. Supervisors help agents to eliminate some activities to open up time for other activities. Not always necessary to drop. Can develop better ways to do the work.
7. Need to work out ways of teaching young people to think objectively.
  - a. We need to be more aware of our position as coaches of young people.
  - b. We need to think more definitely in ways of training youth.
  - c. People must reach a point of maturity before training in the social sciences will be effective.



III. 1. Need someone in State office to take the lead.

2. Use of local people for discussion and specialists for resources.

3. Provide materials for local groups to study. Home demonstration and farm organizations using such materials now such as:

Program service for groups, home economics clubs and others.

Farm policy forum publication

Economic information for farmers.

4. Encourage agents to have an informal meeting of local people who discuss broad program. Encourage specialist to get into public policies.

#### IV. Problems to Consider:

1. Not all agents will be successful with public policies program.

2. Some people think we should not be in policy field. Hard for agents to present material as contrasted to production practices. They cannot say this is it.

3. Forums made up of a person from conflicting groups may have the effect only of crystallizing their conflicting views.

4. Forums may develop into an action group, and, therefore, would lose their effectiveness as a "forum group."

Question: Should a discussion group ever be an action group? Or should the regular organizations become the action group?

One opinion: If an educational group "lives by the sword, it will die by the sword." We can take the first steps in the educational program but we should not try to implement the action.

Second opinion: People will only go "so far" in educational work before they will demand action of some kind.

Possible solution: Can action be diverted from educational forums to establish farm organizations?

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Anes,  
Iowa

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Ruth Peck, Michigan

Ray Pallett,  
Wisconsin

Secretary: Nell Wright, Nebraska

P. K. Connelly,  
Indiana

W. Harrison,  
Missouri

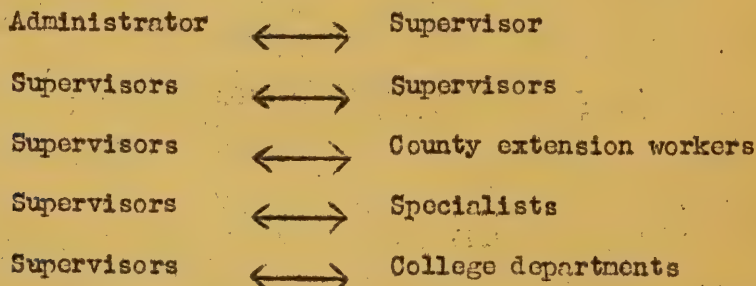
AS WE GO HOME

By Eunice Heywood  
Field Agent

Enthusiasm is high at this point. We have thought through many ideas we may well put into action to improve our supervisory work. But they are still in the "idea" stage. Specific planning will be needed to put your ideas into operation when you get home.

Some points raised in this conference may help you:

1. Clarify the purposes of supervision and the functions of each supervisory group.
2. Develop a supervisory program designed to meet the needs of all agents and to provide time to give special help to individual agents.
3. Good supervision builds self-confidence in agents. Avoid failures by anticipating needs of agents. If a worker gets into difficulty because of ignorance of a State or Federal policy, it is the supervisor who has failed. Do not let agents (or specialists) be embarrassed by a mistake that could be avoided by keeping them informed.
4. Check up on your communication lines. Be sure they are open and working.



The supervisors interpret the college to the field and field problems to the college.

5. A good supervisory plan provides for some means of evaluating progress of workers and for strengthening weaknesses. Supervisors need to evaluate their own work.
6. There should be good "team play" between all workers. Supervisors work with agents, provide for give-and-take exchange of ideas.
7. Don't take yourself too seriously.



PERSONS ATTENDING THE CONFERENCES

Lincoln, Nebraska

Kansas

H. C. Baird  
F. O. Blecha  
Margaret Burtis  
Velma Huston  
Ella Meyer  
E. H. Teagarden

Nebraska

W. M. Antes  
Florence Atwood  
Dorothea Holstein  
H. E. Huston  
E. W. Janike  
Elton Lux  
Clyde Noyes  
Raymond Russell  
Ethel Saxton  
L. D. Willey  
Nell Wright

North Dakota

B. J. Bernston  
Emily Freeman  
N. D. Gorman  
P. R. Kasson  
H. E. Rilling

South Dakota

Ina R. Crisman  
W. E. Dittmer  
Esther Farnham  
J. L. Hill  
Merlin Hodgson  
Nellie McLoughlin  
Clarence Shanley  
John Younger

Federal Extension Office

Eunice Heywood  
Karl Knaus  
R. A. Turner

Lafayette, Indiana

Illinois

J. D. Billsborrow  
Harold Gordon  
Gertrude Kaiser  
Mary S. Ligon  
F. E. Longmire  
W. C. Murphy  
E. I. Pilchard  
Anna Searl  
Helen D. Turner

Indiana

L. M. Busche  
Annabelle Clawson  
P. K. Connolly  
Eva Goble  
H. S. Heckard  
O. W. Mansfield  
Elizabeth Roniger  
Janalyce Rouls  
V. D. Sexson  
H. B. Taylor



Lafayette, Ind., (Cont.)

Michigan

H. J. Foster  
A. A. Griffith  
Margaret Harris  
R. E. Horwood  
A. G. Kettunen  
B. D. Kuha  
Ruth Peck  
Opal Roberson  
E. A. Wenner

Ohio

Betty Brooks  
O. C. Croy  
Chas. A. Haas  
Alice King

Federal Extension Office

Eunice Heywood  
Karl Knaus  
R. A. Turner

Anes, Iowa

Iowa

V. M. Anderson  
F. F. Clark  
E. F. Graff  
Lucile Holoday  
G. A. Lineweaver  
J. W. Merrill  
L. T. Nutty  
Carl Smith  
M. W. Soultis  
Mildred Wellman

Missouri

R. B. Baker  
Vernie Backhaus  
Anita Dickson  
Pauline Drysdale  
Frank Graham  
B. W. Harrison  
Vance Henry  
Rena Jenkins  
J. U. Morris  
Eleanor Pincomb

Minnesota

R. M. Douglas  
A. E. Engebretson  
Leonard Harkness  
Esther McKowen  
C. L. McNelly  
Evelyn Morrow  
W. A. Peters  
Skuli Rutford  
Dorothy Simmons  
Doris Wyman

Wisconsin

Edith Banghan  
Ray Pallett  
Josephine Pollock  
Walter Rowland  
Ben Rusy

Federal Extension Office

Eunice Heywood  
Karl Knaus





